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ABSTRACT

Designed to provide guidance and encouragement for two-year colleges in the development of honors programs, this handbook addresses issues related to the development, implementation, and management of special programs for talented and gifted students. Chapter I provides a rationale for honors programs, which highlights their role in attracting, retaining, and meeting the special needs of superior students; in improving the overall image of the college; in increasing faculty satisfaction; and in developing innovative programs, services, and courses. Chapter II identifies the unique characteristics of two-year colleges which are likely to influence the philosophy and development of an honors program; examines curriculum components (i.e., honors sections, honors contracts, seminars, core curricula, and independent study and special projects); looks at ways of combining these components to create a program model; and considers major program components, such as admissions and graduation criteria, special services, and administration. Chapter III discusses the identification, recruitment, and selection of faculty for the honors program; their roles and functions; strategies for professional development; and faculty evaluation. Chapter IV examines on- and off-campus support systems for honors programs, and chapter V uses a question/answer format to address issues related to finances, curricula, students, administration, and faculty. Appendices include a sample application form, honors contract, course description, and course proposal. (HB)

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Honors in the Two-Year College

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Honors in the Two-Year College

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Introduction

At the 1981 National Collegiate Honors Council Convention in Omaha, Nebraska, a small but highly motivated group of two-year college honors directors decided to make their presence known. For many of us, it was our first NCHC Conference and we were very warmly received by the university directors and officers in the organization. Unfortunately, however, the Two-Year College Standing Committee had recently been dissolved due to a lack of participation from junior/community colleges. Bringing this committee back to life and endowing it with the energy and motivation typical of our group became our first goal.

After many hours of consultation and composition we completed a proposal to set before the Executive Board of NCHC on the last day of the conference. The proposal requested the Board's approval and support for the re-institution of the Two-Year College Committee and the writing and publication of an NCHC Handbook on Honors in the Two-Year College. The purpose of such a handbook was to:

1. Provide a guide for two-year colleges in the development of honors programs.
2. Establish NCHC as an appropriate source of support for two-year college honors programs.
3. Encourage the development of honors programs in junior/community colleges which are of high quality and are consistent with the philosophy and mission of the college.
4. Develop a strong national network of two-year college honors directors.
5. Promote understanding and cooperation between two-year college and university honors directors.

The proposal was accepted unanimously by the board members and the committee began to plan the research and writing process. After a year of correspondence and a meeting in Chicago, the handbook came together.

Following completion of the first draft, the committee decided that support for the handbook from additional organizations would be necessary if the handbook was to reach colleges who were not members of NCHC. Obviously, the information it contained would be of greater value to schools who had not yet developed a program. The two organizations offering additional support for publication and

circulation were the National Council of Instructional Administrators and the Community College Humanities Association.

The National Council of Instructional Administrators is dedicated to contributing to the development of sound management practices in the two-year community-junior college. One of their objectives is to disseminate information on development, implementation, and management of academic programs which contribute positively to the two-year college.

The Community College Humanities Association is dedicated to strengthening the humanities in the nation's community colleges. CCHA serves as a catalyst in defining the issues facing humanities faculty and administrators, finding solutions to problems in the field, and in establishing a communication network for all humanists.

Honors programs are viewed by both organizations as extremely beneficial to the academic growth of the two-year college. They join NCHC in the publication of this handbook in hopes that colleges across the country are encouraged to develop a program for superior students appropriate to the nature and goals of their respective institutions.

Kandell Bentley - Baker

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CHAPTER I

Access to Excellence: A Rationale

Providing special services for special students has long been the forte of the two-year college. The unique educational needs of handicapped, mature, international, and developmental students are at the core of the two-year college mission. In the past five years, the comprehensive mission of the two-year college has expanded to include the special needs of talented and gifted students.

All students, despite their socio-economic status, deserve the opportunity to be stimulated and challenged academically. The challenge of honors classes and research projects, the stimulation of seminars and guest lecturers are typically available to students at the university. But, a 1975 survey for the American Association of Community and Junior Colleges showed that out of 644 responding institutions, only 47 had honors programs (Piland and Gould, 1982).

On the other hand, a growing number of high ability students are attending the two-year college. In 1974, responding to the perception that academically-talented students do not attend junior or community colleges, James Sampson conducted a study which showed that approximately 20% of entering freshmen in the two-year institutions were in the top quartile of their graduating classes (Bay, 1978). The inflationary economics of the 1980's has increased this percentage. Not only have tuition and fee costs risen dramatically, but housing and transportation costs have also placed universities out of the reach of many students, at least for a full four years. Even with the support of tuition scholarships and/or financial aid, some students are unable to afford the additional expenses of housing, transportation, books, etc. Consequently, many academically-talented students attend a local community college for the first two years while working and/or saving money for their last two years at the university. A decline in government-supported financial aid will, no doubt, intensify this tendency.

In addition to the superior students identified through high school performance in Sampson's study, other high ability students attend the two-year college. Recent reports indicate that the average age of the two-year college student is approximately 25. Many students who

did not excel in high school or who simply had to work after graduation postponed continuing their education. After several years away from school, they come to realize the importance of professional-occupational training, recognize that they need a degree for promotion, or develop goals which motivate them to enroll in college. Many of these more mature students have acquired the skills and/or motivation to be superior students in college, despite their high school records. These serious students deserve educational opportunities that challenge them and allow them to reach their potentials.

Even though the rationale for the two-year college honors program is rooted in the "equal opportunity" ethic, there continues to be administrators and faculty members in two-year colleges who do not believe that a program for superior students is appropriate at the junior/community college level. In 1981, Dr. William E. Piland of Illinois State University surveyed 48 community colleges about honors programs. Forty-one of the institutions did not have honors programs. Eight colleges indicated that there was simply no interest in the idea. Others cited definite reasons for opposing honors programs. Dr. Piland reported that, "These negative reactions included a fear of isolating bright students, a belief that students would not participate in such a program. Some considered honors programs too costly; others indicated they would be too complex to develop. One respondent even admitted being unable to define the purpose of an honors program while another dismissed the idea as being inappropriate to the community college mission."

Piland indicated, however, that those who feel honors programs are elitist and inconsistent with an egalitarian philosophy overlook the comprehensive role of the community college. "If the institution is to provide high quality programs for every member of the community, then the gifted student cannot be ignored. High cost, labor-intensive developmental programs seem to be an accepted part of lower division programming while, in many instances, it is erroneously assumed that the bright student does not need any help or encouragement to succeed." However, academically-gifted students attending a local community college may not be challenged to develop their potential without an honors program. Enriching experiences not only improve the quality of education and challenge the gifted student, but they also serve to motivate the student to establish long range educational goals.

For those who assume that the bright student does not need special programs and encouragement to succeed, there is a great deal of evidence to the contrary. A study conducted by the National Science

Foundation found that of the brightest ten percent of American children, ninety percent of the boys and sixty percent of the girls get to college. Only fifty-five percent of the boys and forty percent of the girls finally graduate from college. Thus, the total number of highly superior students who drop out at one stage or another totals over 125,000 a year. It is particularly pertinent that the greatest loss occurs not in the transition from high school to college but after college entrance (Burt, 1975).

In a 1968 analysis of creative college students, Paul Heist describes the findings of several research projects at the Center for Research and Development of Higher Education. Results indicate that a large number of exceptionally talented young people become dissatisfied with college and leave. "Observations in seven quite dissimilar schools indicate that the proportions of identified creatives withdrawing ranged from approximately fifty percent to eighty percent. In five out of seven of the particular institutions included in the study, a significantly higher proportion of the creative students on each campus left than did students not identified as creative." The major conclusion to be drawn from the data is that the students who are identified as highly able and creative drop out of college as frequently as all other students.

Kent Farnsworth, Dean of Student Development at Muscatine Community College, published an article in the January, 1982 *Community and Junior College Journal* which confirms that special programs for bright students have a positive impact on retention. Farnsworth's attrition study reveals that academically-talented students drop out at a rate equal to that of students with marginal skills. While many were transferring to other institutions, an "alarming number," according to Farnsworth, discontinued their education due to the absence of challenge and stimulation. The information provided in the attrition study prompted the development of the Horizons Program at Muscatine. The attrition rate among the targeted students dropped from twenty percent to four percent during the first two years of the program.

Much of the hesitancy to provide programs for superior students lies in a concern for the preservation of the egalitarian mission of the community college. Honors programs and other special academic services are considered by some to be elitist and an inapporpriate channeling of funds away form those students who must have special programs in order to survive in higher education. However, the mandate of the community college includes cultivating all available

talent and extending appropriate educational opportunities to all in the community who seek them (Bay, 1978). Therefore, honors should be pursued in lower division colleges because there are students enrolled who can profit from an honors program. Many students have been in honors programs in high school and should have an opportunity to continue in an honors program in college without any interruption. Moreover, lower division colleges have a responsibility to serve all the students who can profit from an education. In order to serve the full spectrum of students, community colleges must provide remediation *and* honors.

This issue of academic balance is critical to the reputation of two year colleges. In a recent article, titled "Excellence is for Everyone: Quality and the Open Door Community College," Dr. Robert McCabe states that: "With an increased focus on achievement in the community college, it is important that these institutions (community colleges) not become places for only those with poor academic skills. Yet, overwhelmed by the problems of the unprepared and the task of providing support to them, the community college has, over a period of time, neglected superior students. These students represent one more aspect of our total diversity, and they can be well served in community colleges. The superior student is an important asset, not only to other students, but also in building and maintaining a positive public attitude toward the community colleges." The visibility of an honors program in a lower division college enhances the image of the college as an academic institution.

Honors programs provide a visible tribute to excellence that not only balances the institution's image but also promotes the concept that scholarship is a worthwhile pursuit. This value can be instilled when effort and dedication are rewarded and student successes recognized.

A major advantage of an honors program is the increased stimulation and satisfaction of faculty. For faculty also find it personally rewarding to work with superior students and frequently spend additional time with them without concern for additional compensation. The increased vitality that results from working with superior students spills over into other aspects of instruction as well.

The honors program goal statements developed by Maricopa Community College and listed below not only clarify the purpose of an honors program but also summarize the advantages to the college, the faculty, and the community:

1. To attract and retain superior students.
2. To recognize and meet the special needs of superior students.
3. To improve the overall image of the college.
4. To challenge and provide satisfaction to faculty.
5. To serve as a focal point for development of innovative programs, services and courses.
6. To provide special recognition and rewards for truly outstanding students.

The value of an education is determined, not by the cost, but by the perceived quality of the academic experiences offered by the institution. Preparing students to excel (not just "get by") at the university creates inter-institutional respect. Providing advanced technological training on the honors level challenges the bright technology or occupational student and elicits the support of the business community. Producing students with superior skills makes high school counselors feel more confident about recommending a college to bright students. Honors programs not only enhance the education of the superior student, but they also increase the value of the degree for any student graduating from that college by insuring that the educational experiences these students receive prepare them well for the challenges ahead.

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CHAPTER II

Honors Program Models

The design and development of an honors program on the two-year college level requires a sensitivity to the goals of the particular institution as well as the special circumstances and needs of the students. Before the model is adopted, the overall philosophy of the program must be clearly articulated. It might seem, at first, easy and even desirable to adopt the philosophy and approach to honors used by local universities. However, borrowing the university approach may not be the most effective method in the two-year setting.

While all levels of honors programs share the various honors components, how the various components are combined and utilized may differ significantly based on characteristics unique to the institution. Some of the characteristics common to many two-year colleges are listed below along with their possible impact on the philosophy and development of an honors program.

1. ***Characteristic***

   Junior and community colleges have a substantial number of part-time and employed students who must enroll at night or during weekend hours.

   Impact

   It is desirable to develop an honors program that can operate outside the traditional daytime schedule.

2. ***Characteristic***

   An increasing number of high ability students are entering two-year occupational and technical programs.

   Impact

   An honors program should be designed to fit the needs of students who do not plan to transfer. How the concept of honors extends to the occupational and technical programs should be defined.

3. ***Characteristic***

   Most two-year college students do not have excessive or even ample amounts of time and money.

Impact

Creative methods, such as honors contracts, honors internships, and scholarship assistance should be developed to provide an honors program that is not costly to the students in time or money. Attention should be given to the transferability of credits and the number of electives available to students in the selection of an honors curriculum.

4. ***Characteristic***

"Late bloomers" frequently attend the two-year college. Students with undistinguished high school records often excel when they attend college as mature adults.

Impact

The older, mature students who have the ability to succeed academically need to be identified. Entrance criteria should be established with enough flexibility to accommodate these "late bloomers."

5. ***Characteristic***

Most two-year colleges are commuter colleges. Students are often on campus only long enough to attend one class or just the classes they have scheduled.

Impact

Various means should be developed to foster the sense of an Honors community in a commuter college. Strategies such as a lounge, student association, mentors, and newsletter advance this concept of community.

Depending upon which characteristics are dominant in each institution, different philosophies and program models result.

It is not unusual, then, that the two-year colleges surveyed for this handbook reported several different models or approaches to honors. Before examining these models, a description of the various program components may prove beneficial. Examples of how these components are applied at two-year colleges are included. The curriculum components include honors courses, contracts for honors work in regular class sections, seminars, cores, and independent study projects. Other issues such as selection criteria, evaluation of progress, special services, and administrative networks are also described.

Curriculum Components

HONORS SECTIONS: Special sections for honors students provide the backbone of most two-year models. A relatively small class with a gifted teacher and a homogeneous group of high ability students can generate a great deal of stimulation. Professors find it possible to accelerate and enrich course material by using more advanced textbooks or by taking a more sophisticated approach to the subject matter. The course objectives generally reflect more emphasis on the higher levels of the cognitive domain as students spend more time on application and analysis. Students are expected to contribute more to analytical discussions in class, and writing assignments are generally more demanding in composition and research methodology.

Frequently, the honors section gains a reputation of being "worth the effort" because of the professor's ability and the nature of the additional material. For example, an honors physics class on the introductory level may be attractive because it explores nuclear energy, an area ordinarily not included. A social science honors section might utilize microcomputers and the software presently available in the social science area. An electronics honors section might offer a much higher level of mathematical application in order to serve students who are considering electrical engineering rather than electronics technology.

Honors sections may vary from regular sections in format as well as content. Utilizing an interdisciplinary approach, instructors may team teach or may teach two coordinated sections scheduled back-to-back, with students enrolling in both courses. Accelerated formats can condense two sequential courses in a discipline into a one semester course.

Honors courses commonly are offered during the summer. However, some institutions structure their offerings in such a way that their main focus in the summer is *not* upon the already existing student body or upon students the institution expects to serve in its regular-year honors program. These institutions seek the most academically gifted juniors in high school for their summer honors program and sometimes turn away as many qualified students as they accept. The following is a description and rationale of one such program:

> We seek to showcase some of our best instructors, our best courses, and our best facilities for high-school juniors who will

subsequently return to their high schools as seniors. By maintaining very high course integrity, by having strict admission criteria, and by limiting the size of these courses, we do indeed attract the most gifted and achievement-oriented students in the area. In fact, they are so academically gifted that we fully realize that they will go directly to such prestigious institutions as Harvard, Stanford, Caltech, and MIT; we do not intend to dissuade them from attending these schools in favor of our community college. However, when these students return to their high schools for their senior year, they are wonderful emissaries for the college. Whenever a fellow high school student who has not been on our campus expresses negative general perceptions of our community college, a very credible student is present to say, "You're wrong. I was there for an honors class last summer, and it is a fine school. If I weren't going to Harvard (Yale . . . etc.), I might go there. You ought to consider going there yourself." In this manner, we use the summer honors program to counter negative attitudes toward the community college among area high school students.

— Long Beach Community College.

Curriculum development of honors sections is generally a highly formal process. Detailed descriptions with goals, objectives, learning strategies, required resources, and methods of evaluation are usually required, and a lengthy articulation and approval process is followed to assure quality. Quality, in this case, means that the proposal must reflect both excellence within the academic discipline and consistency with the institution's stated philosophy of an honors experience. For example, a course requiring simply more work for the student in the form of more papers or more reading assignments may not be considered honors-level work by the review committee. Because the professor is a critical ingredient in the success of an honors course, faculty proposals for honors courses must be considered on the basis of the faculty member's teaching effectiveness and command of the subject matter. Areas for consideration in the selection or approval of honors faculty are included in the section of the handbook on faculty development.

HONORS CONTRACT: In many courses, it is not feasible to offer an honors section; for example, in sophomore level courses within a specialization, there may not be enough students to warrant a

separate honors section. The honors contract enables students to participate in a regular class, complete all of the course objectives, and receive honors credit for the completion of the honors-level objectives. A common practice is to disallow honors credit for a grade of C or below. At a designated time in the semester the regular classwork is evaluated. If the student is not performing at the A or B level, the honors contract is nullified and the student is encouraged to concentrate on the regular objectives.

Sample contract forms and guidelines appear in the Appendix. Questions which must be addressed when implementing Honors contracts include:

1. How much input is the student allowed in the design of the honors level assignments?
2. By what point in the term must contracts be prepared?
3. Which faculty members should be approved to supervise an Honors contract?
4. What approval process and quality controls are necessary?
5. What level of work is required on the regular course objectives?
6. How can the faculty be compensated for the additional work involved with honors contracts?

SEMINARS: The seminar as an honors component is used in a variety of ways by the responding schools. The general concept of a seminar is consistent: bringing a small group of students together to explore a fairly specialized topic under the guidance of a professor. Distinctions lie in the purpose and format.

One type of seminar is faculty initiated. Faculty are encouraged to submit proposals to the honors Committee for one credit seminars which may relate to honor students within a specific major or to a broader range of honor students. A seminar on instruction in chemistry instrumentation will have a more limited audience than a seminar on future technology in communications, which could appeal to science, business, and liberal arts students.

A second type of seminar revolves around a nationally-known expert who is contacted by the college for lectures and/or workshops. The seminar is essentially taught by the expert. College faculty facilitate student preparation and follow through. Experts used in this fashion by two-year colleges have included, for example, Dr. Edward Teller, Edward Albee, Maya Angelou, Michael Tilson Thomas, James

Dickey, Jonathan Miller, and James Baldwin.

The honors seminars are frequently the program's integrating component, providing an interdisciplinary overview. The following description of a two-semester series is very similar to seminars in university settings:

> The honors Seminars seek to aid the student in integrating studies from various disciplines into a holistic vision of the development of Western consciousness. Seminar I shall present a critical history of ideas from the pre-Socratic to Descartes; Seminar II shall cover the period from Descartes through contemporary issues. Readings of representative thinkers shall be related to their historical context so that the students gain an appreciation of the causal reciprocity which exists between theory, practice and culture.
>
> — County College of Morris

The seminar can also be used as the unifying element in an independent study and project-based program. At one of the responding schools, students in regular classes can receive honors credit by registering for a seminar and project course. While the projects are unique independent study experiences, the seminar brings the honors students together to discuss their proposals, methodology and anticipated goals, and problems. When necessary, they receive special instruction in research techniques and use of the library. At the end of the term, students report their findings in some appropriate way and are prepared to field questions from the other participants. Using the seminar as a support system for independent study is particularly pertinent to junior and community college students. The interaction of independent researchers can raise the overall quality of the projects as well as prepare the students for the rigors of independent work at the university level.

An easy method of incorporating seminars into the curriculum is to establish a course number which can be used with any disciplinary prefix. Once a seminar proposal is approved, it can be readily instituted by the computer system without elaborate review by the curriculum committee. The title of the course provides the definitive information (e.g., PHY 2994 H: Edward Teller on Nuclear Physics).

CORES: An honors core is a group of honors courses, generally two to four courses each in a two term sequence, which share a common theme or perspective and an interdisciplinary approach.

Frequently the core is required of all honors program students. The following is a sample description:

> The American Studies Program, an interdisciplinary approach to the study of American history and literature, offers qualified students the opportunity to register for a nine-semester-hour block of credit during both long semesters of the academic year. The program of course work is a topical sampling of the American experience, which examines the relationships existing within any culture between history, literature, art and politics.
>
> — Lee College, Texas

The required core is sometimes a colloquium:

> While the honors colloquium is offered as an honors course, it differs from the others because its approach is *extensive* rather than *intensive*. The Humanities Honors Colloquium stresses the unity and diversity of all human knowledge through an exploration of the arts, the humanities, the sciences, and the social sciences. Each week, a different guest speaker or field trip is scheduled. Equal time is set side for a colloquy between each guest speaker and students. The corollary Science Honors Colloquium entails an *extensive*, multidisciplinary approach to the biological and physical sciences.
>
> — Long Beach Community College

INDEPENDENT STUDY AND PROJECTS: Independent study is a common component in honors programs and is used to emphasize the importance of the development of research papers, creative works, internships, or three dimensional products of the independent study work.

The independent study project is rooted in the tradition of university honors programs and in the basic philosophy of gifted education. In the Renzulli model of educating gifted youngsters, the independent project is a "contribution of worth," which instills discipline, demonstrates ability, and promotes the value of utilizing knowledge for the benefit of society and/or humanity.

One of the responding colleges refers to this component as the Capstone Project and describes it as follows:

The ability to demonstrate knowledge and skill is a vital part of the educational process. The Capstone, or Sophomore Project is the culmination of the honors program and provides the opportunity for the Honors student to demonstrate his/her abilities. The student is granted 1-3 honors credits within the major, depending upon the magnitude of the project. A project director is assigned to assist and guide the student. The Capstone Project provides both a sense of accomplishment for the student and a quality sample of work which can be submitted to the university when applying for admission and scholarship funds.

— Miami-Dade Community College

Internships, while difficult to administer, are offered in several colleges.

Under guidance of a counselor and the direction of the Scholars Program Coordinator, a scholar may earn three semester hours in a selected discipline by working and studying under the supervision of a professional in a chosen career field; i.e., Doctor of Veterinary Medicine, Editor of Newspaper, Lawyer, etc. All arrangements with the professional person must be made by the student, who will submit to the Scholars Program Coordinator, in writing, a proposal for earning credit by this means, including details of the work to be accomplished, approximate number of hours involved, and all other pertinent information.

— Broward Community College

Combining Components to Create a Model

Just as the philosophy of a program is dictated by the nature of the institution and the students to be served, the model or particular combination of components is dictated by the college's philosophy and mission. One of the major philosophical differences among programs is the amount of control given to the student in the form of options, contracts, and opportunities for independent study. Some programs prescribe a full honors curriculum with limited options, while others allow the student and mentor to design a program around the individual needs of the student.

Another major philosophical difference lies in the degree of em-

phasis placed on general education, as opposed to honors work in the specialty or major. Some colleges feel that the purpose of the program is to produce excellence in the basic skills of reading, writing, research, and critical-analytical thinking. These skills are promoted through honors sections of general education courses and seminars or core groupings during a two-semester sequence. Such programs tend to be geared toward the A.A. degree student preparing for the university. Other programs encourage seminars, contracts, and independent study projects within the student's chosen discipline. While this type of program is effective in serving A.S. (Associate in Science) degree students who may go directly into employment, there is still an emphasis on university preparation. The preparation, however, focuses on the skills relative to the major. There are, of course, comprehensive program philosophies; these stress honors work at all levels and use most of the components.

For the purpose of this handbook, the thirty two-year college Honors programs participating in the survey were divided into five different models. These five models are not totally inclusive but do provide an organized method of examining program structure. The models include:

1. The course-centered program;
2. The single-track or prescribed curriculum program;
3. The core-oriented program;
4. The individualized honors program;
5. The comprehensive program.

THE COURSE-CENTERED PROGRAM: In the course-centered model, honors sections of selected courses are the major, and frequently the only, ingredient of the program. In some cases, students are screened by the instructor for the particular class rather than being screened for a full program. The philosophy of this approach is that students are frequently talented in specific areas and should be allowed to take one or two honors courses within their area of interest. This is particularly valid in multi-lingual locations where a student may be very strong in math or science but weak in language and writing skills. In many other programs, students are screened and must meet the entrance criteria of the total program in order to participate in any honors courses.

The type of courses selected as honors vary from school to school. In some instances, the courses are confined to only one or two academic departments. One of the colleges, for example, offers honors sections

in English and mathematics exclusively. This approach would be consistent with the philosophy that honors in the two-year college is to provide excellence in the development of the basic skills required of all students. At another college, the course offerings include history, English, philosophy, humanities, sociology, and other courses within the general education and liberal arts area. There is wisdom in selecting high-enrollment general education courses as honors sections. These courses are required of both A.A. and A.S. degree students and will generally attract enough students to reach enrollment capacity. Another advantage of offering honors only in high-enrollment courses is that enough high-ability students remain in the regular sections to maintain a reasonable balance. Some faculty object to honors sections because they feel that regular sections are left without the stimulation of the superior student, a model for the average student.

In contrast to the general education approach, some colleges prefer that honors courses be interdisciplinary and unique within the college curriculum. They model their program after many university programs, offering courses which combine history, philosophy, and the humanities or examine literary works of selected authors rather than teach composition. The advantage of such a program is that it is easily recognized by the university as a credible honors experience. The limitation, of course, is the program's focus on liberal arts, A.A. degree students. Students in the technical-vocational areas are given very few electives in their prescribed curricula. Taking the honors courses, therefore, requires additional time and money.

The course-centered program is relatively easy to administer in terms of quality control. Once a curriculum has been established and honors faculty have been selected, the major task remaining is one of recruitment and identification of students. When screening is handled on a course by course basis without program screening, the necessity to monitor student progress is also eliminated.

Advantages to students in course-oriented programs include small classes with carefully selected faculty and the honors designation on the transcript. Only one of the schools surveyed offered an additional quality point in an honors section. This practice, frequently used by high school honors programs, is looked upon with disfavor by many universities who view it as grade inflation. Recent reports from universities in Florida, for instance, indicate that the high school grade point averages are being recalculated to eliminate quality points.

It is not uncommon for an honors program to begin by offering only honors sections. Such courses provide an easily controlled introduction of the program to the rest of the college and to the student body. Once the sections are underway, the honors committee can begin to add other appropriate components.

The SINGLE-TRACK or PRESCRIBED CURRICULUM PROGRAM: The basic philosophy of this program stresses the importance of quality control through a carefully planned and integrated curriculum. Requiring all honors program students to experience the same learning objectives with a minimum of options provides assurance to the university that all program graduates have accomplished a specific level of proficiency in knowledge and skills.

Tidewater Community College in Frederick, Texas, and the County College of Morris in New Jersey offer excellent examples of this type of honors program. In both colleges the curriculum allows a few specified substitutions for the A.S. degree student: at Tidewater math and science replace the French requirement; at Morris a laboratory science replaces sociology. The major distinction between the Tidewater and Morris curricula is the total absence of electives, seminars, or independent study projects in the Tidewater model. Course requirements at Tidewater, however, are quite rigorous including six quarters of French; three quarters of composition, followed by three of world literature; three quarters of biology, mathematics, English, history and sociology; two quarters of psychology; and one humanities course titled Creative Thinking. Students at Tidewater are given the option of part-time participation in the program; however, they must take at least twelve credits per quarter in the curriculum to be eligible for scholarship funds.

The following prescribed curriculum invites close inspection because of the ingenious method of building in options and a variety of components in what appears at first glance to be a very rigid curriculum.

REQUIRED COURSES

OPTION I
Humanities/Social Science

First Year	*Credits*
Honors English	6
Honors Seminars	6
Honors Sociology	6
Foreign Language	6
Mathematics	6/8
Physical Education	2
	32/34

OPTION II
Mathematics/Science

First Year	*Credits*
Honors English	6
Honors Seminars	6
Foreign Language	6
Mathematics	6/8
Lab Science	8
Physical Education	2
	34/36

Second Year	*Credits*	*Second Year*	*Credits*
Honors History	6	Honors History	6
Honors Seminars	6	Honors Seminars	6
Lab Science	8	Lab Science	8
Electives	9	Electives	9
Independent Study	3	Independent Study	3
	32		32/33

— County College of Morris

While the differences in the two options are minimal, a significant number of options exist for the student within the requirements. Nine credits of electives are available in the second year, allowing students to register for additional courses within their major interest area. The foreign language and lab science requirements offer some choices and the independent study requirement, referred to as the culmination of the program, gives students the opportunity to design and complete a project within their chosen disciplines. The honors seminars are integrated interdisciplinary courses designed to provide a holistic vision of the development of western consciousness. The first two seminars focus on the history of ideas, while the last two focus on literary masterpieces.

CORE-ORIENTED PROGRAM: The basic philosophy of the core-oriented program stresses the need for interaction among honor students within a required group of courses that share a common theme and an interdisciplinary approach. A close-knit group of faculty works with the students in the core courses during the freshman year, sharing strategies pertinent to the strengths and weaknesses of each student. The sharing of a common core creates a support group that continues to function even after the students splinter into various disciplines. The core experiences are an attempt to build a solid skill base early in the students' college career, thereby preparing them for increased success in the sophomore level and beyond. Honors programs that feature a core curriculum generally offer additional honors courses outside the required core and may incorporate other components.

The honors program at the Community College of Philadelphia, titled Foundation in Interdisciplinary Studies, for example, is a single core program which encompasses two full semesters. The program serves liberal arts students only and has been assisted by a grant from the National Endowment for the Humanities. During the first semester, students investigate the gradual growth of the heritage of

western civilization, with intensive studies of history, philosophy, literature, art, and science. The second semester focuses on the development of contemporary culture. The humanities and the social sciences are presented from a holistic perspective, with special attention to the important theories in each discipline and how methodologies have evolved.

At another community college, all honors program students are required to register for a three course core, which emphasizes an historical perspective. An interesting aspect of this particular core is that students receive honors credit for English composition without having to attend a class designated as English. Writing projects in the other honors core courses are evaluated by the honors English faculty member, and considerable attention is given to any honors students demonstrating weaknesses in their compositions. Beyond the core, honors sections in a variety of areas are offered, including business, economics, computer science, world literature, chemistry, and physics. The apparent disadvantage to the requirement of a core of courses is the possible exclusion of high-ability students who avoid the program simply because they dislike the unifying theme. The philosophy that all honors students should have a very strong history or humanities background may have merit but may not be realistic on the two-year college level. A multi-core program offers an interesting alternative in the two-year setting.

INDIVIDUALIZED HONORS: The following provides an excellent description of the philosophy of an individualized model:

> Our program is basically one built on independent study under the tutelage of a faculty mentor coupled with an interdisciplinary forum where students can highlight their own special interest area and learn in some depth of others' interests. This is a recognition of the perception that one of the largest goals in life is the self-satisfaction that comes from setting and achieving important goals that are uniquely individualistic. The program strives to achieve first a releasing and second a honing of analytical and creative skills with respect to the students' special interests and further it strives to promote the development of communication skills including critical discussion in the forum setting. We believe this can best be done in a small institution such as ours through interdisciplinary work with the individualized guidance of faculty mentors.
>
> — Corning Community College

The following description of Honors Independent Studies provides an orientation for students and faculty to this type of educational experience:

> An Honors Directed Independent Study is an in-depth exploration of a topic with a resulting project. The exploration is done by a student on an independent, but directed, basis. The topic explored and the final project are mutually agreed upon by the student and his/her mentor. The specific material to be studied may be set at the beginning of the Honors Independent Study or may evolve as the work with the project director progresses. In any case, it takes into account the student's interests, ability, background, and needs, as well as the capability of the mentor to offer guidance in a particular area of expertise.
>
> The role of the mentor in an Honors Independent Study is to guide and direct the exploration of the student. This guidance may take a variety of directions. It may consist of giving minute and careful instructions for proceeding with the exploration, guiding students to the literature, helping with the interpretation of the data, or helping students conceptualize both their findings and the presentation of the findings.
>
> — Miami-Dade Community College

THE COMPREHENSIVE PROGRAM: Several large urban community colleges with a broad-based curriculum have developed a program utilizing all of the options in an attempt to serve superior students in every academic division. Honors sections of high-enrollment classes are coupled with honors contracts in regular classes enabling students to work for honors credit in more specialized courses. Seminars are provided and honors credit given for individually designed independent projects. Both freshman and sophomore honors experiences are available.

The philosophy of the comprehensive program maintains that superior students in all academic divisions should be served and that credible honors experiences can be developed in technical-occupational programs. The comprehensive program tends to be more integrated into the college structure. Rather than being a separate educational department, the honors director and committee work in

partnership with the individual departments to identify (1) appropriate courses for honors sections or contracts, (2) faculty who have both the desire and ability to teach o mentor the superior students, (3) the honors level objectives and (4) independent projects appropriate to the honors level within their discipline. While there is still a strong emphasis on quality control through a rigorous review and approval process, the comprehensive model tends to be inclusive rather than exclusive.

SUMMARY: The survey clearly demonstrates that many two-year college programs, particularly those developed within the last three or four years, are designed with the student profile and the nature of the institution in mind. Maricopa Community College in Phoenix, Arizona with nine campuses and nine program models, is a perfect example of this tendency. The downtown campus with a technical-occupational emphasis differs from the medical and the suburban campuses. To provide uniform quality control amid such diversity, the district administration requires that each campus utilize several specified entrance and graduation criteria. Although developing a philosophy and model appropriate to the specific college can be both costly and time consuming, it may also prove more effective than simply adopting a traditional university model.

One honors program administrator describes this approach:

> The philosophy behind the honors program does differ among our colleges. In some instances, the programs are designed primarily for full-time or nearly full-time students who already are and know they want to be recognized as superior students. In other cases, the programs are oriented toward a wide range of students, including part-time and occupational students, who are probably not aware that they can be honors students. These programs are designed to discover and elicit excellence.
>
> — Maricopa Community College

Program Components

Once the curriculum model has been determined, other program components can be selected. These would include: admissions, main-

tenance, and graduation criteria; scholarships; special services; and administrative network.

ADMISSIONS CRITERIA: A few of the schools surveyed had no admissions requirements or screening process. It was their belief that the program itself is a screening mechanism and adherence to strong maintenance and graduation standards effectively control quality. This method takes into consideration the fact that many students do exceptionally well in the community college despite poor academic records and test scores in high school. However, it can be very costly to a student in time, money, and emotional energy to spend an entire semester failing to meet program standards. Students with average track records are also the ones who can be most damaged by experiencing failure in the college setting. Most of the programs with selection criteria include a criterion that allows them to select students who fail to meet the rigid criteria but demonstrate high motivation or high ability in a special area. Faculty or counselor recommendations also carry a great deal of weight and can assist the "late bloomer."

Admissions criteria generally fall into the following categories. Students are typically required to meet one or more of them.

1. Graduation rank from high school. Specific rank designation varies from the top 25% to 10%. This criterion presents some problems due to the difference in academic standards of local high schools and the courses taken by the students. Students who take honors and advanced placement courses may be outranked by the students taking a less rigorous curriculum.

2. SAT, ACT, or entrance test scores. While the ACT cut-off is relatively consistent at 25, the SAT cut-off varies from 1000 to 1200. These nationally-normed tests provide a fairly uniform basis for comparing students from different high schools. They also provide an avenue for identifying students who may be very bright but have average high school grades. Some colleges administer assessment tests to entering freshmen and channel high-scoring students to the honors program much as low scorers are recommended for developmental studies. While the entrance test provides a convenient method of identifying potential honors students, it is seldom used as a sole

discriminator due to the relatively low level of the instrument. Test scores of any type can, of course, fail to identify the student who tests poorly but performs extremely well in a classroom.

3. Grade Point Average. Most colleges include G.P.A. as a criterion, with 3.25 or 3.5 as the most common cut-offs. Very few of the colleges surveyed require that incoming students be first semester freshmen; therefore, a G.P.A. cut-off for college courses is also included.

4. Recommendations. High school and college teachers and counselors are utilized by many programs to identify and recommend students. High school honors and advanced placement teachers are particularly valuable and should be fully informed about the honors program. In some programs, recommendations are required but not considered a criterion. Contents of the recommendation may, however, address a criterion concerning motivation or special ability.

5. Demonstration of special ability through auditions, portfolios, papers, projects, or awards. While this criterion tends to be less specific than the nemerical cut-offs, it is valuable to allow some subjectivity in the selection process. Including this criterion also clarifies to students and faculty that highly talented students in art, theater, music, etc. are welcome in the program. Students with an avid love for one particular area, electronics or computers, for example, can also be recognized through this criterion.

Two other criteria which are used in a few schools are essays and interviews. Essay questions are often included on the application but not listed as an entrance criterion. Interviews are required of all applicants in some cases or are used as a device for borderline students only.

MAINTENANCE AND GRADUATION CRITERIA: Most schools surveyed, with the exception of those that provide honors courses without a formalized program, have maintenance criteria which are used to remove students from the program when their grades suffer due to the additional demands of an honors program or personal difficulties. Those institutions which provide an honors diploma or degree also have rigid criteria for graduation. A gradua-

tion review insures the college that students transferring to the university as honors program graduates represent the program well and maintain the program's reputation for excellence.

Maintenance criteria generally require that students earn a minimum semester grade point average ranging from 2.5 to 3.25, with an overall minimum G.P.A. ranging from 3.0 to 3.5 on a 4.0 scale. The rationale for the relatively low 2.5 in a single semester is that a student may suffer drastic personal difficulties during a particular term or have trouble adjusting to the increased demands of an honors Curriculum. Some colleges allow a review process by the Honors Committee which places a student on probation rather than immediately dismissing the student from the program.

Other maintenance criteria include taking at least one honors course or experience each term, meeting regularly with the mentor, and registering for a minimum number of college credits per term. In some cases, students are required to attend college full time each term, while in others, the student is able to attend college part-time. Allowing part-time students to participate is especially pertinent to the two-year college student who frequently has to work in order to continue in school.

Typical graduation criteria include a cumulative minimum G.P.A. ranging from 3.25 to 3.5; completion of a specified number of honors credits, ranging from 12 to 21, with 14 credit hours as the most frequently required number; and completion of the independent study project, when applicable.

SPECIAL PROGRAM SERVICES: The rewards to an honors student often go beyond the opportunity for superior educational experiences. Special services can include scholarships, transcript notations, special degrees or diploma insignias, a faculty mentor, early registration, extended library privileges, honor student lounges, field trips, free tickets to cultural events, honors convocations, certificates and/or medallions, internships, and transfer assistance, including special letters and solicitation of university scholarships.

Scholarship awards vary significantly from school to school. At Miami-Dade Community College, for example, all students accepted into the program receive a tuition scholarship. Failure to meet specific maintenance criteria results in the loss of the scholarship. At Ricks College, Idaho, all students receive $50.00 per semester when they

maintain certain standards. Additional $50.00 awards are given each semester for the best honors course paper. But many of the schools have limited scholarship funds and so grant them to only those with the highest credentials. For these programs, program directors and/or committees might seek scholarship funds from the community; this is one avenue some program directors have successfully pursued.

ADMINISTRATIVE NETWORK: Program administrative structure varies, generally due to the size of the program or the amount of finding available to the program. Faculty committees under the direction of a program chairperson or director is the most common model. In the larger programs, honors directors are provided full released time to perform the administrative duties. Honors directors with overload or release time indicate that more released time would allow them to expand or enhance the program rather than maintain the status quo.

The honors committee's role is generally one of quality control: approving student applications, course proposals, and contracts; evaluating the program; and reviewing student performance for graduation from the program. Even though a few schools have an honors committee composed primarily of the honors faculty, this method has certain drawbacks. One of the functions of the committee is to evaluate the program and the participating faculty. Evaluations that indicte that a faculty member is not providing sufficient stimulation or allowing enough group discussion may result in the need for a new instructor for the course. Needless to say, this could provide an awkward situation for the committee.

The committee frequently includes faculty representatives from each academic division, someone from student services (advisement, testing, counseling), a representative from the offices of admissions and registration, and a member of the library or learning resources staff. The size of the Committee is generally five to nine members, including the chairperson or honors director.

In some of the schools surveyed, the chairperson of the honors committee is the academic dean or dean of arts and sciences, rather than a designated honors director. In a relatively small program, this structure is workable but places a considerable burden on the faculty committee.

At Ricks College, a student board is given a strong voice in program decisions. Other schools indicated that a student

representative is included on the committee. Most of the responding colleges have a student organization which may be either an honors student association or Phi Theta Kappa, the national junior-community college honorary. At Kellogg Community College in Michigan, the student association is encouraged to provide community services and promote responsibility to society.

The faculty mentor, included in many programs, not only provides special service to students but also provides an important link in the administrative structure. A student is assigned a faculty mentor within his/her major interest area to act as counselor, advisor, problem-solver, motivator and advocate. The mentor confers with the student in the selection of honors experiences and helps the student design the independent project. At times, however, the mentor is not the appropriate faculty member to act as project director and a colleague is identified to fill this role.

The mentor can also analyze a student's strengths and weaknesses and provide strategies to strengthen inadequate skills. For example, if an excellent science student has difficulties with library research or writing compositions, the mentor can design experiences to help the student improve on these areas. The mentor also accompanies the student to the honors committee review and evaluation. The mentor can attest to the student's academic eligibility and assist the committee in evaluating the student's ability to continue in the program or graduate with the honors diploma.

SUMMARY: A comprehensive study conducted by Piland and Gould of Illinois State University provides an excellent summary of honors models in the two-year college setting. In an article entitled "Community Colleges and Honors Programs: Are They Mutually Exclusive?" published in *The Illinois Community Collegian*, October 1981, Piland and Gould summarized their results. Thirty-six community colleges were surveyed with only seven reporting the existence of an honors program. Student enrollment ranged from 10 to 100. In the summary of the Illinois study they conclude that:

> The characteristics which were common among these programs were entrance requirements, continuation requirements and program availability. Entrance requirements typically consisted of an ACT composite score from 24 to 27 as a minimum. The required GPA range was from 3.00 to 3.75 on a 4 point scale and usually a minimum of two (2) recommendations were required for entrance into the program. Program

continuation requirements included maintaining a GPA of from 3.0 to 3.75 and participation in honors courses on a semester basis. Program availability included programs for part-time students (86% of respondents), for vocational students (86% of respondents) and for certificate program students (43% of respondents).

The features of the honors programs were more varied. All of the programs had special social activities and all but one program had a recognition banquet. Among other features mentioned by 71% of the respondents were special honors sections of classes, independent study, special intellectual activities, and special recognition at graduation. Over half of the respondents (57%) also reported affiliation with the state honors council, "in-course" honors activities, special academic/career counseling, opportunities for research and special scholarships.

Leadership characteristics of the Illinois community college honors programs included the use of a program advisory committee by 86% of the responding colleges. The typical committee consisted of from 3 to 12 faculty members, 1 or 2 administrators and 1 student. The program was directed by a coordinator or director in 86% of the colleges. The coordinator/director in 71% of the responding colleges had from 3 to 6 hours of released time for program duties. The amount of released time was related to the number of students enrolled in the program.

Piland and Gould concluded that "community college students need the benefits which an honors program can provide." They also made several recommendations for community college honors programs. "First, an honors program needs a director to coordinate the activities and work with the honors students. Depending upon the scope and size of the program, the director should receive some type of compensation or released time for program duties. Second, a broad-based honors program advisory committee composed of faculty, students, administrators and possibly community representatives should guide the direction of the program. Third, admission to the program should be open to all students (vocational and certificate program students as well as transfer students) who meet the requirements and can benefit from the program. Fourth, there are five types of activities which are particularly important: special sections of honors courses, in-course honors (contracts), independent study, extra-curricular activities, and recognition of achievement."

Participating Colleges

Alvin Community College
3110 Mustang Road
Alvin, Texas 77511

Bee County College
Beeville, Texas 78102

Broward Community College
3501 Southwest Davie Road
Fort Lauderdale, Florida 33314

Catonsville Community College
800 South Rolling Road
Baltimore, Maryland 21228

Cerritos Community College District
11110 East Alondra Boulevard
Norwalk, California 90650

College of the Mainland
8001 Palmer Highway
Texas City, Texas 77590

Community College of Philadelphia
34 South 17 Street
Philadelphia, Pennsylvania 19107

*Corning Community College
Corning, New York 14830

*County College of Morris
Route 10 and Center Grove Road
Randolph, New Jersey 07869

Cuyamaca College
2950 Jamacha Road
El Cajon, California 92020

Dabney S. Lancaster Community College
Route 60 West
Clifton Forge, Virginia 24422

*Daytona Beach Community College
Welch Building
P.O. Box 1111
Daytona Beach, Florida 32015

Florida Junior College
Jacksonville, Florida 32202

Frederick Campus of Tidewater Community College
Frederick, Texas

*Kellogg Community College
450 North Avenue
Battle Creek, Michigan 49016

Lakeland Community College
I-90 and Route 306
Mentor, Ohio 44060

Lee College
P.O. Drawer 818
Baytown, Texas 77520

*Long Beach City College
4901 East Carson Street
Long Beach, California 90808

*Maricopa Community College
3910 East Washington Street
Phoenix, Arizona 85034

*Miami-Dade Community College
11380 N.W. 27 Avenue
Miami, Florida 33167

Pensacola Junior College
1000 College Boulevard
Pensacola, Florida 32504

Pierce College
6201 Winnetka Avenue
Woodland Hills, California 91371

Porterville College
900 South Main Street
Porterville, California 93257

Richland Community College
12800 Abrams Road
Dallas, Texas 75243

*Ricks College
Rexburg, Idaho 83440

St. Louis Community College
Florissant Valley
St. Louis, Missouri 63135

Santa Barbara Community College District
721 Cliff Drive
Santa Barbara, California 93109

Southwest Texas Junior College
Uvalde, Texas 78801

Thomas Nelson Community College
P.O. Box 9407
Hampton, Virginia 23670

Tidewater Community College — Chesapeake
Tidewater, Texas

*College represented on the writing committee.

CHAPTER III

Honors Faculty

The success of the honors experience and honors programs for superior students is directly proportional to the commitment, skill, and expertise of the faculty involved. Being an honors faculty member requires work beyond what is normally expected. Honors faculty have roles both in and out of the classroom. Extra demands are made on honors faculty in terms of time and energy, and in most situations the primary rewards for such endeavors are largely psychic in that faculty have the intellectual challenge of working with highly motivated and bright students.

Every instructor is not necessarily a potentially good honors faculty member. It is also inevitable that some who wish to be part of the honors faculty will have to be disappointed. The ideal honors faculty member is not embodied in any single person; however, there are some specific characteristics that are desirable.

It is particularly important that potential honors instructors have both a genuine liking for students and a concern for their students' intellectual development. In addition to being excellent classroom instructors, having a facility with a variety of pedagogical techniques, honors faculty should also demonstrate scholarship abilities. Honors faculty should be enthusiastic about learning and excited about asking questions and making new discoveries. Overall, honors faculty should be committed to objectives of honors and should be, as one consultant says, "lovers of life."

The above is, in fact, a description of the ideal for honors faculty. This description does not address what honors faculty will have to do or what they need to learn; rather it describes the kind of person and teacher who is most likely to make a positive contribution to an honors program.

Honors faculty are expected to fill roles and functions that often differ from the roles they customarily fill as regular faculty. They encounter superior students whose needs are often quite specialized and who thus require creative responses from the faculty. Meeting these needs through honors programs can be maximized through careful selection and training of honors faculty. Commitment to

nurturing teaching/learning relationships is inherent in the philosophy and mission of most two-year institutions. This existing commitment provides a particularly conducive environment for developing faculty to participate in honors roles and to do honors teaching.

Institutions setting up honors programs enhance their chances for success if they address faculty development from the outset of their planning. A well-rounded program will focus on initial and ongoing faculty programs. Basically, a program of faculty development for honors needs to address four major areas. These include: (1) the identification, recruitment, and selection of honors faculty; (2) the essential roles and functions of honors faculty; (3) strategies for ongoing growth of honors faculty; and (4) evaluation of faculty participation in honors.

Identification, Recruitment, Selection

Faculty for honors programs need to be identified and selected carefully. A number of mechanisms can be used to identify potential honors faculty, including: (1) conducting interest surveys; (2) asking for peer and/or administrative recommendations; (3) informal discussion with general faculty; (4) observing faculty as they work as teachers, administrators, committee members, etc.; and (5) examining evaluations made by students, faculty, and administrators.

Actual recruitment of identified faculty can present some interesting dilemmas. In most places, as mentioned earlier, honors faculty work without additional compensation; therefore, the benefits to faculty are mostly psychic. Such benefits are often enough motivation for persons who meet the "ideal" description. However, some general recruitment techniques will be needed to attract and motivate potential honors faculty. The effectiveness of overload pay, release time, special recognition, and personal invitations cannot be overstated. All such rewards can stimulate faculty willingness to participate. The personal invitation has the special bonus of showing a reticent faculty member the institution's sincere desire to have him or her be a part of the program.

Actual selections need to be based on such considerations as the diversity of disciplines represented among volunteers as well as the cohesion, the unity, and the nature of the particular program. In addition, the scheduling needs of departments and divisions will have to be taken into consideration. Therefore, faculty selected for participation need formal clearance for their special roles.

Roles and Functions

Honors faculty are called upon to assume or fulfill a number of different roles and functions. These may range from directing honors programs to counseling honors students and conducting honors seminars. The specific roles and functions of any honors faculty will, of course, depend on the honors model that an institution follows. An examination of honors in several two-year institutions does, however, reveal some degree of commonality in potential roles and functions. The following descriptive roles are based on programs at Kellogg Community College, Ricks College, and Corning Community College.

1. *Program Administrator, or Program Coordinator, or Director* — This person is usually responsible for administering the program. This includes performing tasks such as program development, selection of other honors faculty, class scheduling, providing liaison among various levels of administrative programs, doing publicity, and dealing with budgetary concerns.
2. *Counselor, Advisor, Mentor* — Honors students often require the personal attention of a special academic advisor who is knowledgeable about the honors programs and about worthwhile supplementary academic programs. Mentors may assume such specialized roles as providing individualized supervision for capstone honors projects.
3. *Classroom and Seminar Instructor* — Instructors for honors classes and special focus seminars are almost always needed. These instructors must have the intellectual depth and breadth to stimulate honors students and to encourage intellectual growth.
4. *Curriculum Specialists* — Faculty will be needed to develop and conduct Honors courses, forums, and seminars.
5. *Honors Committee Member/Honors Advisory Committee Member* — As a member of such committees, an honors faculty recommends policies and procedures, develops recruitment plans, screens applicants, approves projects, and assists with transfers and scholarships. Generally, such committees oversee the integrity of the program and serve as purveyors of policy.

Strategies for Development of Honors Faculty

Since many of the above roles and functions are not customarily filled by faculty, some attention should be given to preparing faculty for these roles. Much of the learning and growth will occur by actually doing the jobs and/or developing the appropriate relations. This learning on the job approach is indeed valuable but should be supplemented with some deliberate "training."

Structured training opportunities are useful for familiarizing honors faculty with program goals, activities, procedures, role expectations, resources for solving problems, the nature of student/mentor relationships, etc. This training or development for honors faculty can have varying degrees of formality. Approaches might include: (1) workshops for specific roles (i.e., The Role of the Faculty Mentor); (2) printed faculty instructions; (3) faculty meetings (perhaps over lunch); (4) subsidy for faculty travel to professional meetings; (5) released time for professional development; and (6) individual discussions with faculty members.

Evaluation of Faculty Participation in Honors

It is recognized even without discussion that there needs to be continuous evaluation of the honors faculty if developing programs are to grow, and existing programs are to remain viable. Both formative and summative evaluations of honors teaching and experiences provide the bases for deciding to continue or discontinue particular Honors faculty.

Strategies for evaluating participation in honors programs vary from highly structured and formal to very loose and informal. The most accurate evaluation of faculty participation is probably yielded by combining a number of assessments. Useful strategies include: (1) formal student evaluations; (2) classroom and seminar visits; (3) conferences with faculty for exchange of ideas; (4) informal evaluations by program administrators; and (5) follow-up evaluation questionnaires by honors students who have transferred to four-year institutions.

As should be apparent, the roles that an honors faculty member is called upon to perform are often varied and endless. Recognizing that few people have universal competence, there is a critical need for special training and development for faculty. Such training will help achieve and maintain a high quality honors program.

CHAPTER IV

Support Systems

In general, support systems for honors programs do not differ markedly from those needed for any other comprehensive college program. Support for honors may, however, require greater coordination and goodwill throughout the institution and between institutions. Both coordination and goodwill can be fostered through effective dissemination of information about the program. All support areas of the campus need to be alerted and informed of the unique support requirements of honors. Campus support personnel should be specifically recruited for their expertise in responding to these needs. In addition, it is important to communicate regularly with local colleges and universities that graduates of the program will be attending.

On-Campus Support

Two-year institutions with honors programs report that their on-campus support needs fall into three categories — administrative support, facilities and equipment, and financial support.

It would be almost impossible to maintain an honors program without administrative support. The administration either creates a position and delegates authority to the person filling that position to perform administrative tasks, or the administration assigns one of its members to assume those responsibilities.

This person should be in charge of the budget and be able to make decisions regarding travel, room utilization, public relations, salaries, and printing needs. Other decisions, such as scholarships, awards, and special recognition could be jointly administered. Secretarial services must also be provided in order to allow the director to handle correspondence, record keeping, and accounting.

An honors program, like any other program, is enhanced by appropriate facilities and equipment. None of the following support is absolutely essential; however, each is needed and can contribute significantly to honors learning.

The learning resource center and the library are among the most important facilities. Both are key to the development of scholarly programs and projects. Both the learning resource center and the library have potentially creative uses. They may be used for obtaining computer-generated literature searches, inter-library loans, government documents, audiovisual materials and processing and, of course, books and periodicals. Libraries may have honors rooms, reserved honors book sections, and even extended loan privileges for honors students.

Equipment support need not be extensive; however, certain hardware and software facilitate the administrative work of the program. Worthy of consideration are each of the following: a full range of audiovisual, word processing, xeroxing, and binding equipment.

It is particularly helpful if administrative support is translated into financial support in the form of honors program appropriations. Financial support for salaries, scholarships, travel, equipment, publicity, etc. is always needed. Limitations based upon the availability of funds and resources will be ever present in all of these support areas. If monies could be allocated to each support area earmarked for the use of honors program needs, perhaps these support areas would become more aware of the specific needs of honors programs.

Off-Campus Support

Off-campus support is probably not essential to an institution's honors program; however, to the extent that such support is available, the honors program can be enriched and enhanced. Two-year institutions with honors programs report that they enjoy the following off-campus support: (1) a civic art center, civic theatre, symphony orchestra or museum that provides tickets and special opportunities for cultural exchanges; (2) four-year institutions that provide contacts with their Honor students as well as sharing invitations and ideas and providing scholarships; (3) publications and consultants of the National Collegiate Honors Council, which promotes exchange of program ideas and dissemination of research; and (4) alumni and public support, which produces support for research, internships, or field trips.

An important but often overlooked aspect of building a successful honors program is the need to keep open the lines of communication

with local colleges and universities that graduates of the honors program will be attending. The honors director should, in fact, take the initiative and contact upper division schools regarding the nature of the program and the possibility of gaining scholarship assistance for graduates. In this way it will be possible to develop complementary programs that will better serve the interests of all. Instead of duplicating resources, it may be possible to work out agreements that permit a sharing of them, thereby helping to make precious dollars go further.

Considering the large number of superior students engaging in honors programs at two-year institutions, it is essential that there be linkages with honors programs at the upper division schools.

One logical starting point is to establish clear-cut guidelines for transfer from the two-year institution to the four-year institution's honors program. This articulation process holds many benefits for both parties. It provides incentives to two-year students; it enhances the credibility of the two-year institution's programs, and it creates opportunities for program sharing. For its part, the four-year institution receives students ready to benefit from their programs, gains additional superior students they might otherwise have lost or missed because they were "late bloomers," and enhances their educational image in the community by serving more of its own gifted students. Even one university scholarship made available to a two-year college honors graduate is an outstanding incentive.

Another way institutions can cooperate is by arranging annual visits. Representatives of a university, for example, might come to the community college annually to address Phi Theta Kappa and college honors program students about transfer concerns. During this visit, they would provide information on program opportunities in honors as well as information on obtaining financial aid. This personal touch adds a great deal to the university's efforts to attract top students. At the same time, it enhances the community college's program and makes it possible for superior students to choose an upper division school on the basis of more complete information than is now the case.

To help honors directors refer students to schools best suited to the needs of the student rather than to those schools known to the honors director, four year schools could provide individual colleges information on scholarships available and types of preparation most likely to increase the transfer students' chances of success. They might also list specialized internships or "hands-on" programs — ones unique to a

given area or school. Such sharing of information can only broaden the appeal of honors work and serve as visible evidence of our claims to being a community of scholars.

Creating closer linkages on a local, a state, or even a regional level can have additional bonuses. By sharing ideas and information, honors directors can begin to develop coordinated schedules for visiting speakers, thereby helping to make scarce dollars go further. They can also extend the speaking chances for outstanding local faculty members who often must go outside their home environs to gain recognition. Linkages of this kind can also provide for joint programs, new kinds of internships, weekend seminars, and sharing of resources, human as well as material.

CHAPTER V

Questions and Answers

Financial Issues

Question

We seem to have so little financial support. How can we run a program on little or no money?

Answers

— Don't underestimate the willingness of faculty to work in such a program with minimal compensation. We all enjoy becoming associated with the pursuit of excellence in spite of the level of remuneration.

— Explore creative funding means like: (1) student government monies; (2) industrial support; (3) foundation grants from large local organizations; (4) donations from private individuals interested in excellence in education; and (5) scholarships from local service organizations.

Question

How can you start a new program in a budget crunch?

Answer

— First, try using the existing system. Incorporate any existing honors courses into a logical sequence. Develop a contract system. Find an administrator to run the program as a pilot. Present an organized plan, and ask department heads to lend you personnel. Emphasize the benefits to the college; this usually draws administrative support.

Question

How can the faculty be compensated?

Answers

— Ask home departments to pay for faculty temporarily assigned to the program; investigate transferring expenses to other areas for temporary faculty or for programs; seek outside funding to endow a chair or pay for a special event.

— Seek grants.

Question

How can the program be administered without adding a position?

Answers

— If you use student assistants, a student coordinator can be hired. The student coordinator can act as a liaison among the participants. The student keeps a time card and is paid from the student assistant account. You can also pay a faculty member an overload or get the faculty member some release time from teaching to handle arrangements. All budgetary matters, travel, appointing of faculty can then be handled by an administrator, using that person's clerical staff or a student assistant.

Honors Curriculum

Question

How do we make certain that the honors program is accessible to both liberal arts and occupational students?

Answers

— Be certain that your honors committee has representation from all areas of your college; then each representative will look out for the interests of those they serve. Develop a program geared to the type of institution you are.

1. If the institution is a large one, honors courses or honors sections can be developed in each discipline including occupational areas.
2. If the institution is a small one, a program consisting of individualized projects by students contracted with faculty mentors allows the flexibility necessary to include all programs within a college. Interdisciplinary courses or seminars could be used in this situation as well.

Question

How do you plan a curriculum for an honors program when class size is an issue?

Answer

— Again, focus on any existing honors courses first. Then supplement them by a contract system. Limit offerings of a particular course to one term per year and announce that policy. Require students to register for specific courses during specific times.

Question

What activities should be part of an honors program?

Answer

— The central focus of honors programs should be academic, usually class-centered. It would be useful to encourage informal exchanges of ideas, friendships, or any activities that improve classroom instruction and build a healthy *espirit de corps;* but these activities must be tailored to the nature and desire of the students. Among those you might try are guest speakers, workshops on resume writing, or visits to a local theater or musical event.

Question

How can you provide extracurricular activities at a commuter college?

Answer

— Form a club and ask for money from Student Activities. Let members of the club conduct money-making projects and use these funds and any student activities' money to provide extracurricular activities. Set club meetings in the afternoon before the students leave campus or at night. Have club members over to your house on weekends. Solicit tickets to events off-campus and at four-year institutions. Co-sponsor some events with other groups such as the drama department. Do not expect all of the students to attend all of the extracurricular events all of the time. About one-third participation at each event is good attendance for a commuter college.

Honors Students

Question

How do we recruit top quality students for our program?

Answers

— There is no foolproof method for recruiting that will ensure that

the best students are selected for any program. Personal interviews with prospective students are helpful. If you are looking for a traditional, academically-successful student, liaison with local secondary honors societies is advisable. Another strategy is to enlist faculty support in identifying students in their classes who are honors material. This approach serves several purposes. It helps the screening process for qualified students and may identify those students who are not qualified in terms of traditional academic success but who may have the kind of mind that is simply awaiting the opportunity to grow, an opportunity that honors programs could provide.

— Student recruitment is still a problem. Try to get the Board of Trustees to award scholarships to graduating high school seniors who have demonstrated academic ability. Invite these students to make application to the program. You should also send letters to the area high school counselors and ask them to make recommendations. Follow these up with a letter inviting the students to make application. Be sure to include your criteria for selection and a number to call for students requesting additional information.

Question

How can the non-traditional student become involved in honors?

Answer

— Depending on the nature of your honors program, non-traditional students often think of themselves as being excluded. But most programs have flexibility enough built into their design to be able to handle these students. The major problem is often convincing the students that they can participate in the program. Encourage faculty to direct such students to the honors director; use the student newspaper; send representatives to club meetings, solicit these students directly by mail or phone, or indirectly by posters. There are, of course, some programs and some student populations that cannot be adequately served.

Question

How can students be recognized for their achievements?

Answers

— Give awards for class work, e.g., class papers or projects. Publish the best of their work in a newsletter.

— Make notation in the graduation program, on transcripts, and on the graduation certificate.

— Send a special letter with the transcript.

— Have them wear a distinctive cord at a graduation.

— Get campus publications to publicize events and individuals.

Question

What kind of student organization is desirable?

Answers

— Student operation of aspects of the program is desirable consistent with their obligations elsewhere and with the need of administrators to provide a quality program.

— Organizations may vary, but would likely center on some type of student council, perhaps with committees responsible to it.

Question

What about a student lounge area?

Answer

— A "home" for honors students is important, for it serves not only as a study-browsing area, but more importantly, as a place where friendships can be formed. Faculty and students may meet there for informal discussions, meetings, and perhaps seminars, thereby promoting an *espirit de corps.*

Administrative/Faculty/Other

Question

Is a faculty board desirable?

Answer

— A board composed of faculty from representative campus areas may serve to provide good recommendations to the programs as well as disseminate information.

Question

How can programs keep track of their students?

Answer

— Several approaches are possible:

1. Require consistent achievement of standards in order to participate. Set standards for admission, participation, and graduation. Drop students from the program when they fail to meet the standard (e.g., low GPA). This encourages high quality work but requires considerable administrative control.
2. Another approach is to require certain admission and graduation standards but no monitoring for participation. The rigor of the classes is counted on to restrict participation to those willing and able to do the work. This lightens the administrative burden.
3. Another approach is to allow open admission but set standards for graduation. This will permit more students to participate, but it may dilute quality. It reduces administrative work.

Question

What should be done to facilitate transfer of credits to other institutions?

Answer

— Determine the institutions to which most students transfer and organize the classes to fit their requirements as much as possible. Contact the honors directors at these institutions and try to establish jointly sponsored programs. Seek an articulation agreement, one that might provide scholarship assistance. Promote visits of faculty from one institution to the other, possibly as visiting professors or in jointly run seminars. Provide timely announcements of programs and other activities to upper division schools. In short, open lines of communication.

Question

Does honors course work taken at a community college transfer to the university setting?

Answer

— Our own experience is that honors level is looked on with favor by institutions to which two-year students transfer. Many of these institutions have honors programs of their own which will accept incoming community college honors students directly into their own programs.

Question

What publications may be used?

Answer

— Use publications that disseminate information and provide an outlet for student writing. For example, a newsletter may be used alone or in company with a student journal. An explanation of classes may help at registration.

Question

How can scholarships be administered?

Answers

— They may be tied to the general college ones, or separately administered by the program.

— For awarding scholarships, standards may differ from those set for general membership in the program.

— Awarding may be based on performance during an individual semester or cumulative performance.

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College Honors Program

Request for Honors Credit by Contract
or
Honors Individual Study

Campus: North

Before the end of the fourth week of the semester (or second week of the Spring or Summer Term), the student must have presented this application to the instructor of the course desired and completed Part I.

PART I

_____ ID # _____
Student's Name

_____ _____ Program: _____
Student's Address

_____ Mentor:

Phone: _____ Professor's Name _____

Course: _____ _____
Prefix - No. - Course Title Seq. No. - Credits - Semester/yr

A. In addition to satisfying the normal objectives/competencies of the course, the student must satisfactorily complete the following extra work to receive honors credit. (Please provide a summary of the plan below and attach a separate sheet containing a detailed account.)

_____

_____

B. Evaluation of the honors work will be based on the following criteria:

_____

_____

C. Conditions: The student must (1) earn a grade of A or B in the course, and (2) satisfactorily complete the honors contract in the time specified by the professor, which may not be later than the date on which final grades are due.

_____ _____
Professor's Signature Date

_____ _____
Student's Signature Date

I have read the proposal and agree that it is honors level work.

_____ _____

Dept. Chairperson's Signature Date

_____ _____

Coordinator, Honors Program Date

Please keep a copy and return the original to _____, Coordinator, College Honors Program, when final grades are submitted.

The student (write "has" or "has not") _____ satisfied the honors requirement described in Part I, and earned a grade of _____ in the course.

Professor's Signature_____

Date_____

Note: An "I" for an honors contract may be given *only* if the final grade is "I" and must be removed before the "I" for the course is removed. To receive honors credits, students must complete work within one semester of the receipt of the "I".

Honors Learning Contract

Student Name _____ Student Number _____ Date _____

Address _____
Street City State Zip

Phone _____ _____
Home Work

Course _____ _____
Title Number/Section/Credits

Division _____ Dept. _____ Instructor _____

Use this form as the first page of the learning contract. Give detailed descriptions of the specific purpose of the contract, learning activities to be undertaken, and method and criteria for evaluation.

Period of Contract: _____ _____
Beginning Completion

Approval _____ _____
Instructor Date

Approval _____ _____
Dept. Chairperson Date

Approval _____ _____
Associate Dean Date

When signed, copy should be retained by student, instructor, and division office.

APPENDIX

Honors Course Proposal

Name _____ Date _____

Division _____

Proposed Course (title and number) _____

Semester and Year Course Would Be Offered _____

1. Please give a brief overview of the content of the course.

2. What distinguishes this course from traditional sections of the same course? In other words, how does it meet the goals of the honors program?

3. What is the format of the course (e.g., team-taught, fast-track, seminar, traditional)?

4. What prerequisites must students have in order to enroll in this course (previous courses, instructor permission, etc.)?

5. Indicate any special qualifications you have for teaching this course (e.g., graduate coursework, travel, interest, research, previous experience in teaching a similar course, etc.)

6. Specifically, how will you evaluate whether this course achieved the objectives of the honors program?

7. Please add any other comments you feel are pertinent or which would aid in evaluating this course proposal.

COURSE APPROVAL

Division Chair _____ Date _____

Honors Program Committee _____ Date _____

VP - Instruction _____ Date _____

President _____ Date _____

Maricopa Community Colleges
District Honors Program
Forum Series

Course Prefix, Number, Title, Credits, and Periods

HU 190 HONORS FORUM

Course Description

Interdisciplinary studies of selected issues confronting the individual and society. Formal lectures followed by informal discussions with outstanding scholars and social leaders. Supplemented by readings and pre and post-forum discussion and critique. Pre-requisites: Admission to the College Honors Program or permission of the instructor.

Course Need:

The Maricopa Community College's Honors Forum Series will consist of at least three formal lectures each semester. The lectures will be given by outstanding humanists, scientists, industrialists and social leaders who will address a specific issue from the perspective of their disciplines. This course meets the following needs:

1. To insure that students derive fullest benefit from the lecturer's formal and informal presentations. This will be accomplished through preforum preparation and postforum critique.
2. To make students confront significant issues facing society.
3. To make students understand the importance of differing perspectives in defining important social issues, predicting outcomes and taking a personal stand.
4. To assist students in developing the skills and self-confidence to present and defend personal conclusions.
5. To provide coordinated treatment of important issues so that all colleges can benefit from district-wide dialogue between students and faculty.
6. To enhance this sense of community among faculty and honors students throughout the district.
7. To provide a flexible forum for addressing significant issues from the perspectives of a variety of disciplines.

Course Competencies:

The student will

1. Prepare written and oral summaries that:
   A. accurately and concisely reflect important points in reading assignments and informal lectures

B. summarize major arguments and conclusions
C. criticize the arguments of lecturers and fellow students
D. present and defend personal conclusions

2. Distinguish between rational conclusions and value judgements.

3. Synthesize the semester's concepts and conclusions in a paper which:
   A. accurately summarizes the sources and scope of the issue addressed during the semester
   B. compares and contrasts the rationale, perspectives and conclusions of the authors and lecturers
   C. develops, clearly defines and adequately defends personal conclusions about the issue

4. Orally present and defend the major rationale and conclusions of the written paper.

Course Outline:

Note: This outline is procedural rather than content-oriented. Specific issues, readings and supplementary materials will be selected prior to each semester.

I. Orientation to the selected issue
   A. Preliminary lecture (by the instructor) and discussion
   B. Assignment of readings
   C. Criteria for student evaluation

II. Forums (this section is repeated for each Forum Speaker)
   A. Pre-forum discussion and assignments
      1. List major points from reading assignments
      2. Review forum speaker's resume
      3. List student expectations
   B. Formal lecture
   C. Post-forum discussion and assignments
      1. Oral and written reports from students
      2. Comparison of lecture and reading assignments
      3. Discussion of speaker's perspective
      4. Comparisons of outcomes with student expectations

III. Conclusions
   A. Written Reports
   B. Student Presentations
   C. Discussion
   D. Evaluation and Feedback

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